

**CLASSROOM INTERACTION IN ENGLISH SPEAKING CLASS: A
NATURALISTIC STUDY AT QUEEN ENGLISH COURSE
KARANGANYAR**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

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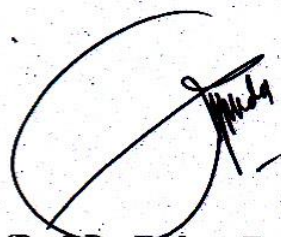
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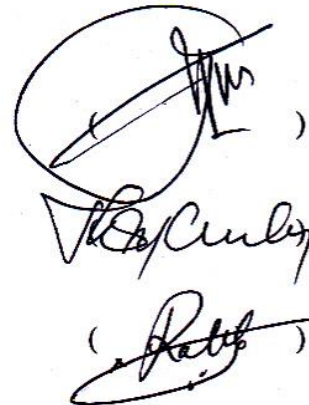
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The Writer



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CLASSROOM INTERACTION IN ENGLISH SPEAKING CLASS: A NATURALISTIC STUDY AT QUEEN ENGLISH COURSE KARANGANYAR

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan tipe-tipe interaksi di kelas, peran interaksi di kelas, dan tipe yang dominan di dalam kelas berbicara di Queen English Course Karanganyar. Tipe penelitian ini adalah deskriptif kualitatif khususnya menggunakan pendekatan naturalistik. Metode pengumpulan data di studi ini yaitu, observasi, merekam dan dokumen. Penulis melakukan observasi di kelas, merekam proses belajar mengajar, dan mencatatnya sebagai dokumen. Penulis menggunakan teori sistem Analisis Interaksi bahasa Asing dari Moskowitz (1971, 1976). Hasil penelitian menunjukkan bahwa ada tiga tipe interaksi kelas di Queen English Course, seperti interaksi guru-siswa, interaksi siswa-guru, dan interaksi siswa-siswa. Ada beberapa peran di interaksi kelas, berdasarkan tipe interaksinya. Peran interaksi guru-siswa adalah menjelaskan, memuji, meyakinkan hati, mengulang kata, memberi informasi, mengkoreksi kesalahan, meminta, menanyakan pertanyaan, memberi intruksi, menerjemahkan ke bahasa utama, dan tersenyum. Peran interaksi siswa-murid adalah merespon, berinisiasi, dan bingung. Peran interaksi siswa-siswa adalah ikut serta, berinteraksi, dan bersosialisasi. Tipe dominan di kelas berbicara di Queen English Course adalah interaksi antara guru dan siswa. Penulis menyimpulkan bahwa interaksi antara guru dan siswa adalah tipe dominan di interaksi kelas. Interaksi di kelas dapat membuat siswa meningkatkan kemampuan berbicara.

Kata kunci: Interaksi kelas di kelas speaking, peran interaksi kelas, tipe dominan interaksi kelas.

Abstract

This research is aimed to describe the types of classroom interaction, the roles of classroom interaction, and the dominant type of classroom interaction in speaking class at Queen English Course Karanganyar. The type of this research is descriptive qualitative research especially naturalistic study. The methods of collecting data in this study are observation, recording, and document. The writer conducted the observation in the classroom, and recorded the teaching learning process, and noted it as the document. The theory used by the writer was Foreign Language Interaction Analysis system from Moskowitz (1971, 1976). The result of the research showed that there were three types of classroom interaction in Queen English Course such as, teacher-student interaction (TS), student-teacher interaction (ST), and student-student interaction (SS). There were several roles of classroom interaction, based on the types of interaction. The roles of teacher-student interaction for giving explanation, praise, encouragement, repeating words, giving information, correcting mistakes,

request, displaying question, giving instruction, translate in L1, and smile. The roles of student-teacher interaction were students' response, student initiated, and asking for students' confusion. The roles of student-student interaction for participation, interaction, and social. The dominant type of classroom interaction in speaking class at Queen English Course was teacher-student interaction. The writer concluded that teacher-student interaction was the dominant type of classroom interaction. Interaction in the classroom could make the student improve their speaking skill.

Key words: classroom interaction in speaking class, roles of classroom interaction, dominant type of classroom interaction.

1. INTRODUCTION

Nowadays English becomes a crucial thing in Indonesia. It is very important for people to master English especially for Indonesian people. It is because most of agencies, companies, and business world need people who master English. So it is necessary to learn English earlier. English has developed from time to time. It is taught since kindergarten until university level. In elementary school, students' English learning are emphasized on reading and writing. In Junior High School, they are also taught listening and speaking, then in Senior High School, English skills are learnt deeper. Speaking is a complex skill, which should be taught everywhere, and it is a skill that learners learn better in group (Celce-Murica, 2001). Luoma (2004) stated that "speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well."

The most common problem for English learners is that they understand what English native speaker says, but they get difficulties to make any feedback. It is because most of teaching-learning process in Indonesia still use teacher-fronted. There is no interaction between teacher to students, or students to teacher and students to students. Students cannot improve their speaking skills in class because there is no chance for them. They are not given enough chance to practice speaking on their own and hence the interaction among the students in the classroom is almost absent (Gosh 2010). From the phenomena above, we know how the importance of classroom interaction. According to Allwright (1984), classroom interaction

involving productive teaching technique manages the classroom language learning. "Interaction is face-to-face communication with Particular prosody, facial expression, silence, and rhythmical patterns of behavior between the participants" (Crystal, 2003).

Classroom interaction occurs not only in the classroom and at the school but also wherever the teaching-learning process takes place, it occurs in English Course. Queen English Course is one of English courses in Karanganyar that focuses on speaking skill. There are ten levels in this course, from Elementary school to Senior High School. It is very important to know the interaction occurred in this course, especially in speaking class.

There are some types of classroom interaction, that focusing on teacher talk or student talk. Malamah-Thomas (1987) as cited in Mingzhi (2005: 59) points out seven types of classroom interaction in the classroom aiming at teaching the target language as follow: Teacher speaking to the whole class, teacher speaking to an individual student with the rest of students of the class as hearers, teacher speaking to a group of members, student speaking to teacher, student speaking to student, student speaking to group members, and student speaking to the whole class. As what the writer says before, most of teaching-learning process in Indonesia still use teacher fronted, so there is no interaction between teacher-student, student-teacher, and student-student.

Nowadays, interaction in the classroom is very important especially in speaking class. The writer found the phenomena in speaking class at Queen English Course that there are three types of interaction occurring in the classroom, and every interaction in the classroom has their own activity. It is important to examine because, there is a correlation between classroom interaction and enhance students' speaking skill. For many years the researchers have suggested the importance of classroom interaction to enhancing students' speaking skill. Language classroom can be seen as sociolinguistic environments (Cazden, 1988) and discourse communities (Hall and Verplaetse, 2000) in which interaction is believed to contribute to learners' language development. Kramsch (1986) argued that to achieve students' communicative competence, students must be given opportunities to interact with

both the teacher and fellow students through turn-taking, to receive feedback, to ask for clarification, and to initiate communication. By giving students opportunity to speak up in the classroom, it makes students enhance their speaking skill.

This study has benefits for teacher and the other reseachers. The benefits of this study are divided into two, theoretical benefit and practical benefit. Theoretical benefit of this study is that, the result of this study can be used as references for teacher, and the other researchers. The result also can be used as additional information for teacher in teaching learning process. Practical benefit os this study is that the result of this study can be used as knowledge to the readers and gives advices to the teacher about the suitable activity based on the interaction occured in the classroom to improve students' speaking skill. This study has three objectives. They are 1) to find the type of interaction in the speaking classroom at the Queen Course; 2) to analyze the role of interaction that occurred at the Queen Course; 3) to identify the dominant type of interaction at the Queen Course.

Some studies about classroom interaction have been conducted by the other researchers with different focus and result. The writer draws the result of the previous studies from different focus, result, but still investigates about classroom interaction. A study by Suci Dian (2015) observed classroom interaction in the speaking class at third semester at Muhammadiyah University of Surakarta. The result showed that there were four interaction in the speaking class they are teacher-student, teacher-students, student(s)- teacher, and student-student. The dominant type of classroom interaction was teacher-student interaction (42%). A study by Xiao (2006) observed the dominant interaction in the classroom. Two interactions found by Xiao are teacher talk and student talk. The result showed that teacher talk as the dominant role in the classroom, there was more than 50 % teacher talk in the classroom in every chance. The previous studies above have the same result that the dominant type of interaction in the classroom is teacher-student interaction or teacher talk.

This research still have lacks, and limited topic to examined. There are still some object that need to examined, such like the benefit of each interaction, what is the suitable activity in speaking class, and many more.

2. METHOD

The research was conducted in Queen English Course Karanganyar, at speaking class in Senior High School level. Queen English Course is aimed to enhance students speaking skill and students be able to communicate to each other by using English. The material taught in speaking class is mini drama, and describe something orally.

The method of this study is descriptive qualitative. The data were collected by observation, recording, and noted. The writer observed the speaking class to see the whole condition in the classroom, and after that the writer recorded the teaching learning process in the classroom, and noted some addition information that maybe could not be recorded.

The observation was conducted to describe the whole condition of teaching learning process in speaking classroom. By observing the classroom, the writer found some informations along the teaching learning process, how the teacher taught the classroom, the methods used by the teacherin teaching speaking class, and how students learnt in speaking class. After that, the writer recorded the teaching learning process in speaking class and later on, the recording will be the source of the data. While recording the teaching learning process, the writer also noted some addition information to make it as field notes. The field notes contain the important information along the teaching learning process.

The process of data analysis started from analyzing the video recording. The data were analyzed by making transcript of the video recording. All of the video recording will be transcribed as the raw data. After that, the transcript was analyzed by underlying the sentences that describe the finding, and named it as the category.

And the last step was coding the data. The coding data was based on observation that have been made.

3. RESULT AND DISCUSSION

3.1 Result

The result of this study is describing the classroom interaction in English speaking class at Queen English Course. The writer divided it into three parts, that were, the type of interaction found in speaking classroom, the role of classroom interaction at Queen English Course, and the dominant type of interaction at Queen English Course. The findings are similar with van Lier's study. Van Lier's (1988) findings show five patterns of classroom interaction: teacher/learner-learner-teacher (T/L-LT), teacher-(learner) (T-(L), teacher-learner/learner (T-L/L), teacher-learner (T-L), and learner-teacher/(teacher) (L-T/(T).

1. Teacher- Student Interaction

The interaction between teacher and student is called teacher-student interaction (TS). It can be said that teacher takes part as the role model in the classroom and takes a part in the teaching learning process. It can be called as teacher –student interaction if there is a communication between each other, from teacher to student, and it can be one student or more. The interaction occurred in activities of when teachers' explaining, praising, encouraging, repeating words, giving information, correcting mistakes, requesting, displaying question, giving instruction, translate in L1, and smiling.

Table 1
The Roles of Teacher- Student Interaction

No	Task	No	Task
1.	Explaining	7.	Request
2.	Praising	8.	Display question

3.	Encouraging	9.	Giving instruction
4.	Repeating words	10.	Translate in L1
5.	Giving information	11.	Smile
6.	Correct mistakes		

In teaching learning process, teacher explained the materials to the students and checked the students understanding in the end of explaining material, or if there were students still confusing about the material. When teacher checked students' understanding by asking "*Do you understand?*" students answered it based on their condition. Warm communication between the teacher and students made classroom situation lively. Teachers checking on students' understanding not only by asking, but also by giving some questions related to the material. Some student could answer it correctly, but oftenly there were students could not answer the question. Teacher had to face it wisely, gave a praise to the students who could answer correctly by using a simple praising like "*ok good*", "*excellent*" and many more to make them happy. She gave some motivation and encouraged students to make them still enthusiasm to join the teaching learning process.

In teaching speaking class, the teacher needs some methods to make her students to speak up in the classroom. In second observation, teacher taught speaking class using some methods. Teacher asked students to describe something. She gsve a word and students described it orally. It helped students to enhance their speaking skill. In the third and fourth observation, she asked students to make sentences using words displayed by the teacher. Some students can speak fluently, but most of them still confused to arrange the sentences properly. Some students also could not translate it in English. The teacher undertood with the situation and helped students by translating the words in English or giving them spirit to speak up. By the teachers' support, students kept speaking up and asking to the teacher if they got difficulty in speaking English.

2. Student- Teacher Interaction

To enhance the speaking skill, students need a big opportunity to speak up in the classroom. So, teacher has to give an opportunity for students to speak up. In student-teacher interaction, students had a little opportunity to speak up. The interaction made by students are students' response, students' initiated, and students' confusion. The students' response about something given by the teacher, made students enhancing their speaking skill. For example, the students' response (*"Yes I do/ No, I do not"*) asking some question about the material or something else in English also made students building up their initiation. In the first observation, some students initiated to aski question to the teacher about the materials. Student asked to the teacher about the types of speaking English. She had ever heard about the types of speaking English, but she forgot it and asked the teacher about that. The example of students' initiated was (*"Lha kalau R nya gak dibaca itu apa miss?"*) Although student could not get a satisfying answer, students still asked to the teacher if they had a question or expressed their confusing about something, for example, (*"gimana sih miss"*). The interaction between student-teacher was not as much as the interaction between teacher-student, but it showed the students' progress in their speaking skill.

Table 2

The Roles of Student- Teacher Interaction

No	Task
1.	Response
2.	Initiation
3.	Confusion

3. Student- Student Interaction

In teaching English speaking class, the teacher needs a strategy. Such as how to maximize the student interaction in the speaking class, what is the best method to

make students speak up is, and is it a suitable method to enhance students' speaking skill. So, teacher needs to think about the suitable method to enhance students' speaking skill. Some activities can make students exercise their ability in speaking. the activities are, debate, work in peers, discussion, and mini drama. Queen English Course used mini drama as the student talk or student-student interaction. Teacher gave a role to each student, asked them to understand the role deepen, and memorized the dialogue. During the exercise, teacher watched it, corrected the mistakes and gave some advices to deepen the role.

Table 3

The Roles of Student- Student Interaction

No	Task
1.	Participation
2.	Interaction
3.	Social

Beside enhancing the students' speaking skill, student- student interaction also has roles as the form of participation, interaction, and social. The students' participation is needed in student-student interaction because students as the role model in the teaching learning process. Moreover, the activity was a drama, which is, without the participation of the students, the drama could not be formed. In the drama, there was a communication, and communication is formed by two people or more which is called as interaction. Although the interaction in drama was based on the script, there was still interaction in it. Drama made students socializing, it has two meanings students can socialize with others, and students can get a social experience by joining the drama.

According to the observation, there were three types of interaction in speaking class at Queen English Course. They were teacher-student interaction (TS), student-teacher interaction (ST), and student-student interaction (SS). From the three

types interaction, the writer analyzed the dominant type of interaction during the observation. The writer counted it and drew the result of the dominant type of interaction in a table.

Table 4
Types of Classroom Interactions in Teaching Speaking

No.	Classroom Interactions	Some of Cases	Percentage
1.	Teacher- Student (TS)	82	66 %
2.	Student-Teacher (ST)	30	24 %
3.	Student- Student (SS)	12	10 %
		124	100 %

The dominant type of interaction in English speaking class at Queen English Course was teacher-student interaction (TS) (66%). The writer was not surprised about the result that there was more than 50 % teacher-student interaction in the speaking class. It can be seen clearly in the classroom when speaking class occurred. Most of classroom activities were teacher fronted. The interaction happened when the teacher checked students' understanding and asked student to answer the question. Indeed, the teacher asked the students to question the teacher if they were still confused about the material or needed additional information.

The second dominant type of classroom interaction in speaking class at Queen English Course was student-teacher interaction (ST) (24 %). The interaction between student and teacher occurred when students asked the teacher about something that they did not understand. Some times students also gave some ideas to the teacher about the materials. It was good for them to have an initiation. The interaction also happened when students asked the teacher new vocabulary.. Sometimes, teacher answered it directly but sometimes teacher let them think again and gave a clue to make them remember.

The last dominant type of classroom interaction in speaking class at Queen English Course was student-student interaction (SS) (10 %). It was good to know that this class had an interaction between student and student although in a little portion. The interaction occurred in mini drama activity when they took the role model in teaching learning process. The interaction also happened when students found a difficulty, the others helped her by giving the answer or a clue. There was no discussion, or work in pairs here. Most of the teaching learning process in Queen English Course especially in speaking class was working individually. The only the activity showing student-student interaction was mini drama.

3.2 Discussion

Interaction found in the classroom is named classroom interaction. Classroom interaction usually occurred between teacher and student in the teaching learning process. Nowadays, the interaction found in the teaching learning process is not only one, but vary in activities.

In this study, the types of classroom interaction are three. They are teacher-student (TS), student-teacher (ST), and student-student (SS) interaction. The other researcher found classroom interaction about three to five patterns. The finding is similar with van Lier's (1988), presenting five patterns of classroom interaction: teacher/ learner- learner-teacher (T/L-LT), teacher-(learner) (T-(L), teacher-learner/ learner (T-L/L), teacher-learner (T-L), and learner-teacher/(teacher) (L-T/(T). The finding has a similar result with five patterns of classroom interaction by Van Lier, but the types of classroom interaction by Van Lier are more specific.

Classroom interaction occurs when there is a communication between each other, especially in the speaking class, which is the the point of activity in the classroom is communicating orally. To enhance students' speaking skill, teacher needs to give an opportunity for students to speak up with the teacher or other students. Although, there are some types of interaction found in the classroom, there is just a few portion of students talking. Thus in order to make students enhancing

their speaking skill, the teacher needs to give some communicative activities, such as discussion, presentation, simulation, debate and many more.

In classroom interaction, both teacher and students have their own roles. Each interaction has different role. The role of classroom interaction is useful to count the dominant type of classroom interaction. The roles of teacher- student interaction for giving explanation, praise, encouragement, repeating words, giving information, correcting mistakes, requesting, displaying question, giving instruction, translate in L1, and smile. The findings are relevant with the previous findings from Pujiastuti (2013) which is using FIAC Category System (adapted from Flanders, 1970). The finding of the research is that there are two types of teacher talk in FIAC category adapted from the theory of Flanders; direct influence, and indirect influence. The direct influences were accepting feeling, praise or encouragement, accepting or using ideas of students and asking questions. The indirect influences were, lecture, giving directions, and criticizing or justifying authority.

On the other hand, there are the roles of student-teacher interaction found in the speaking class as: students' response, students' initiated, and students' confusion. The findings are supported by Moskowitz. Most of students are active in the classroom and always response to the teacher. The writer compared with the previous finding of Pujiastuti (2013) that the roles of students' talks are response and initiation. The finding is not corresponding with the previous findings, because the roles of student-teacher interaction in Queen English Course are students' response, student initiated, and confusion.

The researcher found some roles of student-student interaction, whereas the students as the role model in the classroom. The activities used in the classroom are drama, debate, discussion and many more. The researcher found the student-student interaction in Queen English Course was by doing mini drama. The findings are in line with the theory of Henry. According to Henry (1992), the roles of students' talk or student-student interaction are participation, interaction, social, cognitive, and meta-cognitive. The writer assumed that the finding is in a line with the Henry's

theory, which is the roles of student-student interaction in Queen English Course are participation, interaction, and social.

To compares with the finding, Mulyati (2013) divided the roles of student talking into four points asking questions, creating talk exchange, repeating, and answering teacher's or peers' question. Mulyati use the theory of Kumpulainen and Wray (2002) Fuctional Analysis of Children Classroom Talk (FACCT). The finding is not in line with the theory of Kumpulainen and Wray. The writer assumed that, Mulyati's finding is the roles of students' talk in different activity, such as discussion, and work in peers. The finding is not in line with the previous finding of Mulyati because, based on the observation, roles of student-student interaction in Queen English Course are participation, interaction, and social.

From three types of classroom interaction in Queen English Course, there is one of dominant types of classroom interaction. To get the dominant types of classroom interaction in Queen English Course, the researcher counted them to get the frequency of classroom interaction. The theory used to count the dominant types of classroom interaction, is depends on the theory used to get the types of classroom interaction. The finding is agreed with the previous finding of Pujiastuti. She counts the result of observation in a table of summary from nine observations. She makes three types of classroom interaction teacher talk (TT), student-talk (ST) , and silence. Whereas, the researcher count the dominant types of classroom interaction by counting the frequency of three types of interaction in Queen English Course, teacher-student interaction, student-teacher interaction, and student-student interaction.

The previous finding are not display about the dominant type of classroom interaction especially student's talk as the dominant. It is caused by the writer cannot found the student as the dominant type of classroom interaction. Most of classroom interactions especially in Indonesia still make the teacher as the role model in the classroom.

Based on the explanation above, the dominant type of classroom interaction in speaking classroom in Queen English Course is teacher talk or teacher-student interaction. The writer concluded, that the finding is in a line with Pujiastuti's finding.

4. CONCLUSION

The result of the study show there are three types of classroom interaction, such like teacher-student interaction, student-teacher interaction, and student-student interaction. The dominant of classroom interaction is teacher-student interaction (66%), then student-teacher interaction (24%), and the last student-student interaction (10%). It can be seen that the most dominant interaction is teacher-student interaction, which is the teacher as the role model in the classroom. As the role model in the classroom, the teacher has an important role in the classroom, such as explaining the material, praising, encouraging, giving information, correct the mistakes, and giving instruction to the students.

In the teaching learning process usually teacher as the role model in the classroom just give a limited opportunities to the students, so students can not enhance their speaking skill. Moreover, the activity less of interaction, there is just a few communicative activity in the classroom. A communicative activity is important in the speaking class, it is useful for student to participate in the teaching learning process. It is important for teacher to maximize the students' opportunities to participate in the classroom and enhance students' speaking skill, it is suggested that add some communicative activity to make students speak up in the classroom, such as disscussion, debate, work in peers and many more.

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